

**WELLSTAR COLLEGE OF HEALTH AND HUMAN SCIENCES
DEPARTMENT OF SOCIAL WORK AND HUMAN SERVICES**

STATEMENT OF PHILOSOPHY AND GUIDELINES FOR FACULTY PERFORMANCE AND EVALUATION

The purpose of this document is to describe the requirements for tenure and promotion for faculty members in the Department of Social Work and Human Services (SWHS) at Kennesaw State University (KSU). The document begins with the missions of the Wellstar College of Health and Human Services and the Department of Social Work and Human Services.

Wellstar College of Health and Human Services Mission

The Wellstar College of Health and Human Services (WCHHS) subscribes to the Institutional Mission of KSU with a commitment to excellence in graduate and undergraduate programs that prepare students for professional pursuits; a commitment to a teaching and learning environment that sustains academic excellence; a commitment to public and professional service that addresses educational and other needs within the University's scope of influence; an emphasis on interdisciplinary studies; and a commitment to scholarship and creative activity. To this end, the College of Health and Human Services functions to:

- Produce quality graduates for employment in the broad-based fields of health and human service including exercise and health science, health and physical education (P-12 teacher certification), nursing, public administration, public and social services, and sport management.
- Serve as a resource center for health promotion and wellness activities for the campus community.
- Provide outreach to the surrounding community in matters of health and human service.
- Promote interdisciplinary collaboration among the units of the College as related to curriculum, scholarship, and special initiatives, in keeping with the health and human services focus.

Wellstar College of Health and Human Services Core Faculty Values

The accomplishment of the College's mission is based on the following set of core faculty values. The faculty of the College of Health & Human Services subscribe to:

- A shared commitment to community well-being and the utilization of personal and professional knowledge and skills.
- An appreciation of the worth and dignity of all persons, groups, and communities which are guided by the development of and adherence to professional ethics, and a set of values conducive to enhancing public and social well-being.
- Excellence in teaching and recognition that learning is reciprocal and involves collaborative relationships between and among students and faculty.
- The generation and application of knowledge.

The Department of Social Work and Human Services: Description and Mission

The Department of SWHS supports the Bachelor of Science (BS) degree in Human Services (HS), Master of Social Work Degree (MSW), the Nonprofit Leadership Alliance (NLA) Certificate in Nonprofit Management and the Child Advocacy Skills Training (CAST) Certificate.

Undergraduate students are prepared to work as either entry-level caseworkers or administrators in HS organizations which generally serve at risk populations. MSW graduates are prepared for entry level professional positions in a variety of clinical social work settings.

Full and part-time faculty members are academically prepared in social work, sociology, public administration and related academic disciplines. Faculty members have been employed in a variety of public, private and nonprofit human service organizations. Service is highly regarded among these disciplines and professions. Therefore academic and research interests of the faculty often relate to their community engagement interests.

The mission statement of the Department of SWHS complies with and supports the mission statements of KSU and the WCHHS. Similarly, the work of individual faculty members within the department supports the mission of the department. Each faculty member makes a unique contribution to attaining the mission of the department and is evaluated accordingly.

The mission of the Department of SWHS is to prepare individuals to develop, deliver, and administer public, nonprofit, and private social services with the goal of improving the quality of community life. The accomplishment of this mission is based on a common set of assumptions:

- Individuals who serve public and social interests should have a broad-based interdisciplinary social science preparation that gives them the flexibility to utilize their knowledge and skills to deal successfully with social and cultural change and diversity.
- The appreciation and understanding of change and diversity require faculty and students to develop and maintain specific skills and techniques to deal with individuals and groups in general and special populations in particular.
- The learning process involves developing critical thinking skills, the ability to analyze and evaluate information meaningfully, in such a way as to produce, evaluate and choose effective alternative solutions/interventions.
- The learning process includes developing techniques for applying these solutions or interventions at different levels, from the individual, to the group, the organization and the community at large.
- The learning process includes the development of an ethical sense and a set of values conducive to enhancing the conditions of social and public life.
- Learning and teaching are reciprocal and the relationship between students and faculty is therefore profoundly collaborative. Through their collaboration, students and faculty aspire to establish and act as models of citizenship and service to society.
- Students and faculty need to remain current with cutting edge technology.
- It is important for faculty and students to value and support skills and knowledge that increase globalization within the curricula.

General Guidelines for SWHS Faculty Performance: Teaching, Service, and Scholarship

The SWHS Department has developed appropriate, discipline-specific guidelines informing SWHS colleagues and new departmental faculty members of acceptable activities in each area of faculty performance. These guidelines adhere to the KSU Guidelines for Tenure and Promotion and are specified at the departmental level to allow for flexibility and differences between WCHHS disciplines. The following are general guidelines for each area of review for faculty performance.

Areas of performance for faculty members in the SWHS Department are teaching, scholarship, and service as described in the following sections of this document. Faculty members are expected to meet expectations in all three areas. In order to structure their workload, faculty may choose one of two tracks: Balanced Track or Research Track discussed within the document.

Teaching, Supervision, & Mentoring

Effective teaching, supervision, and mentoring are considered to be fundamentally essential for a faculty member's continued employment, tenure, and promotion in rank. Faculty teaching, supervision, and mentoring activities include but are not limited to:

- quality teaching across a variety of instructional settings (classroom, seminar, field/internship settings, online, etc.);
- effective clinical supervision or field-based supervision of students in a variety of human service settings;
- professional student advisement and student career mentorship;
- curricular development, modification, implementation and evaluation;
- student research mentorship and advisement; and
- teaching abroad or in international exchange programs.

Evaluation of a faculty member's teaching effectiveness is based upon evidence that the faculty member regularly: a) plans and organizes subject matter of courses assigned, b) utilizes teaching and instructional assessment methods, c) functions in the role of mentor, d) increases his or her use of technology and innovative techniques in teaching, and e) improves/modifies course content and teaching methods based upon student, peer and administrative feedback. Faculty should refer to the KSU guidelines in the Faculty Handbook Section 5.

Scholarship and Research

Within the Department of SWHS, Scholarship and Research are defined as a creative and intellectual work that is disseminated and professionally reviewed. These works may result from systematic inquiry activities associated with teaching, individual or collaborative scientific research, or service and should: a) encompass notable levels of discipline expertise, b) be innovative or logically contribute to the discipline or professional knowledge base, c) be replicable or elaborated, and d) be documented and peer reviewed. Such research and creative activity must be formally shared with others and subject to review of its quality.

Faculty scholarship and research may include, but not limited to:

- quantitative and/or qualitative basic or applied scholarship with dissemination of results in reviewed scientific and professionally based journals, monographs, book chapters, on-line reviewed publications;
- related research activities which make application of results for instructional enhancement or professional praxis with dissemination of results in reviewed scientific and professional journals, monographs, book chapters, on-line reviewed publications (scholarship of teaching & application);
- reviewed research or professional presentations at conferences, consortia, and/or seminars;
- internally and externally funded research or program grant development, approval, funding and/or eventual funding; and
- peer reviewed conference proceedings.

Note: Continued grant development that does not result in recognition or funding is not considered adequate as a sole measure of research activity. Faculty should refer to the KSU guidelines in the Faculty Handbook Section 5.

Professional Service

SWHS faculty, members at a state funded, public institution of higher learning, are expected to engage with university, college, department, local and state communities in relevant areas of expertise. Additionally, SWHS faculty are encouraged to be involved, at some level, in their respective professional organizations as part of their on-going professional development which in turn has significant impact on the reputation and visibility of the department, college, and university.

Professional service activities of a SWHS faculty member will be evaluated based upon the nature and extent to which the individual volunteers his or her professional expertise to: a) local, state, regional, national or international professional organizations; b) university community in support of teaching, service and research functions; and c) community and/or nonprofit organizations, governmental groups, or private business/agencies whose missions align with the department, college, and university. Faculty professional service activities may include, but are not limited to:

- leadership and/or participation in substructure activities among professional organizations at the international, national, regional, and state level (e.g. boards, standing committees, ad hoc committees, task forces);
- leadership and/or consulting/advising offered to a broad base of relevant state/regional /national or community organizations, agencies, schools, or businesses;
- leadership and/or pro bono consulting for collaborative community program grant development and implementation;
- leadership and/or active participation in university, college, or unit level activities, committees, task forces which makes a significant contribution beyond normal faculty role expectations or adjustment in workload (e.g. Engage KSU Leadership Committee, KSU Global Initiatives Committee);
- leadership (faculty sponsor/advisor) in student-based professional clubs, honor societies, etc.;
- professional review of external accreditation reports, faculty portfolios and/or self-study documents;
- accreditation self-study development, planning, assessment;
- editor of scholarly journals and/or reviewer of scholarly books, journal manuscripts and monographs; and
- evidence of work with local, state or federal governments to carry out needs assessments, system improvement, and recommendations for changes in policy and practice.

Faculty should refer to the KSU guidelines in the Faculty Handbook Section 5.

Administration and Leadership

The category of administration and leadership covers those scholarly and non-scholarly activities that some faculty and most administrators carry out. Such activities include faculty development, fundraising, fiscal management, personnel management, public relations, and other activities that are not traditionally captured in one of the other three performance areas. This area applies primarily to administrative faculty, but it is available to teaching faculty who spend a significant part of their time on administrative tasks (e.g., directing a program or overseeing a grant). Faculty evaluated in this

area must clearly articulate their goals and document the quality and significance of their activities and achievements in the same manner as in any of the other areas (cited from Section 5 KSU Faculty Handbook). For additional details, please refer to section 5 of the KSU faculty handbook.

Faculty Role Expectations

All SWHS tenure track faculty must demonstrate professional decorum and commitment to the Department of SWHS, WCHHS and KSU missions and outcomes. The faculty will perform professional teaching, research, and service responsibilities in a constructive and cooperative manner among colleagues, administrators, students, and external constituencies. All full time tenure track faculty will:

- teach assigned courses.
- supervise and/or mentor students.
- actively engage in curriculum development and modification.
- be accessible to students, colleagues, and administrators.
- attend required university meetings, convocations, commencements.
- make collegial and professional contributions to assigned or elected committees at the departmental, college or university level
- adhere to all university, college and departmental level policies, guidelines and administrative directives
- perform to the best of their abilities, the workload expectations delineated within SWHS Departmental Performance Guidelines.

Promotion of a SWHS tenured faculty member is dependent upon KSU eligibility requirements. The faculty member must be meeting all expectations of his or her current rank as well as the beginning expectation of the rank to which he or she is requesting to be promoted (See Table II). The difference between professorial rank expectations delineated in Table II is one of substantive scope, depth, and breadth of performance over an appropriate time period in a faculty member's academic career.

Performance Planning and Evaluation Guidelines SWHS Faculty

The following section is designed to help faculty members plan their professional activities. These guidelines are consistent with the KSU statement of policies on required review, promotion, and tenure considerations (see KSU Faculty Handbook, Section 5), and adhere to the mission, goals, philosophy and workload guidelines as approved by KSU. These guidelines provide the basis for annual planning and subsequent review with the Department Chair.

Teaching, supervision, & mentoring; research & creative activities; and professional service make up the primary components of SWHS faculty endeavors. Variations in talents, interests and stage-of-career development imply that different faculty, and possibly the same faculty at different times, will demonstrate different levels and types of accomplishments within these performance areas. Faculty rank and unique missions within WCHHS and KSU are other determinants of individual performance. This diversity of faculty performance is both anticipated and encouraged; however, all faculty members are expected to demonstrate scholarly accomplishments as defined in the KSU Faculty Handbook in identified performance areas. In addition, faculty members are expected to produce scholarship in at least one of the areas: professional field, teaching, service, administration, or basic research. Scholarly accomplishments and scholarship will be evaluated based on the quality and significance of the work as defined in the KSU Faculty Handbook Section 5.

Options

The Department of SWHS has developed two separate options for tenured or tenure track: Balanced and Research. Any tenure-track SWHS faculty member in either the Balanced or Research option may be eligible for renewal and/or tenure consideration if they meet all KSU eligibility requirements and meet the performance expectations of the individual's chosen option as delineated by the Department of SWHS Performance Guidelines across the time period under consideration.

New faculty positions may have a specified option designation assigned to it during the advertisement, recruitment and contractual phases of hiring. This designation will be based on the identified needs of the Department of SWHS. Faculty who are hired with a specific Focus Option do so as a condition of their employment, and will be expected to meet the designated option expectation levels of responsibilities in teaching, research, and service.

The workload flexibility afforded the faculty member when choosing an option is also designed to help the SWHS Department, the WCHHS and KSU achieve their delineated instructional outcomes and educational mission. Selection of an option should reflect a long-term, well-articulated self-assessment by each faculty member in consultation with the SWHS Department Chair. Faculty Performance Agreements will be developed in consultation with the Department Chair and approved by the Dean. This agreement will identify faculty member's goals and priorities during the agreement period as related to each of the performance areas, linkage with the departmental/college mission and goals, and the expectations for scholarly activity and scholarship.

A faculty member may request reassignment by the Department Chair if personal or professional situations change during the first three-year commitment period. However, a faculty member is not eligible to change options based upon a failure to meet the expectations of the current option in which they are serving. Any agreed upon change in options, and commensurate teaching load adjustments must be reflected in accurate detail in faculty members' annual evaluations, and tenure/promotion applications.

SWHS Faculty Workload Options

The following information in each table represents basic descriptions and teaching load expectations for each option. Specific performance expectations for each option at each professorial rank (assistant, associate, or full professor) are delineated in the SWHS Departmental Performance Rubrics located in Table II. Faculty workload (which includes teaching and advisement, research activities, and service to the university, profession and community) is difficult to "quantify" in terms of credit hour equivalency. The "teaching load" for SWHS tenure-track or tenured faculty is on average is 21 credit hours per academic year (3-4 course teaching load). In accordance with university policy (KSU Faculty Handbook, Section 3) "re-assigned" time for non-teaching assignments (leadership in accreditation self-study production, heavy professional leadership responsibilities, grant or contractual obligations, and formal administrative service to the department, college, or university) may be reflected in reduced teaching load as negotiated with the SWHS Department Chair. This reduction would be proportional to the individual faculty member's chosen option. The options are designed with different workloads to reflect the differing emphases placed upon teaching, research, and service requirements in each option.

Table I: Three Year Expectations For Each Track

Teaching, Service and Scholarship reflect minimum performance standards over a three year period.

Role Expectations		Balanced Track	Research Track
Workload Contact Hours per week per semester		9-12 hours	6-9 hours
Courses per semester		3 / 4	2 / 3
Areas of Evaluation			
Teaching, Supervising and Mentoring: High Quality		Exceptionally high quality performance in teaching, supervision, and student mentoring	Exceptionally high quality performance in teaching, supervision, and student mentoring
Service: (Appropriate for Rank)		Yes – The extent of service or scholarship depends on the faculty members’ area of emphasis. Expected at the university, community, state, regional and national/international levels.	Yes –level of service is negotiated with Department Chair Expected at the university, community, state, regional and national/international levels.
Scholarship & Creative Activities: (Appropriate for rank)		Three (3) Units of Scholarship. <u>Presentations (Maximum of 2 units)</u> State, regional, national, or international forum with refereed/competitive selection process <u>Written Works (1 unit minimum)</u> Manuscript accepted for publication in a peer reviewed forum. OR Funded or approved Internal or external grant greater than \$1000.	Nine (9) Units <u>Presentations (Maximum of 3 units)</u> Regional, national, or international forum with refereed/competitive selection process <u>Written Works (6 units minimum)</u> Manuscript accepted for publication in a peer reviewed forum. AND Funded or approved external grant

Table II: HS Faculty Performance in Rank Rubric

ASSISTANT PROFESSOR	ASSOCIATE PROFESSOR	PROFESSOR
I. Teaching, Supervision and Mentoring		
I.1 Demonstrate competency in teaching including the use of acceptable teaching methods with effective and supportive communication techniques.	I.1 Meet the teaching criteria for an assistant professor.	I.1 Meet the criteria for assistant and associate professors.
I.2 Create and design appropriate learning opportunities for students.	I.2 Demonstrate leadership in course and curriculum development, implementation and evaluation.	I.2 Provide leadership in program planning and development.
I.3 Enhance professional knowledge and growth by attending professional educational programs.	I.3 Create curricula and course content based upon educational theory.	I.3 Become recognized as a master teacher by students and professional colleagues.
I.4 Review and revise courses to reflect student feedback, peer reviews, administrative reviews and current trends in human services.	I.4 Mentor new and less experienced colleagues.	
I.5 Use research findings in the classroom.	I.5 Develop area of expertise in teaching in the human services.	
II. Scholarship and Creative Activity on the Balanced or Research Track		
2.1 Declare a scholarship focus	2.1 Meet the scholarship criteria for an assistant professor.	2.1 Meet the scholarship criteria for assistant and associate professor.
2.2 Work with department chair to create scholarship objectives	2.2 Demonstrate progression in scholarly activities in focus area.	2.2 Document sustained activity in the area of scholarship.
2.3 Provide evidence of beginning scholarship by presenting at professional conferences or symposia.	2.3 Become recognized for scholarly activities beyond the local area.	2.3 Become nationally or internationally recognized for scholarly contributions.
2.4 Provide evidence of beginning scholarship by publishing in peer-reviewed professional journals.	2.4 Obtain external funding for scholarship activities.	2.4 Publish in a broad array of professional journals.
2.5 Begin writing grants for funding scholarship activities.		2.5 Obtain a sustained record of external funding for scholarship activities.
III. Service Expectations		
3.1 Declare departmental, university and community service interests.	3.1 Meet the service criteria for an assistant professor.	3.1 Meet the service criteria for assistant and associate professor.
3.2 Participate in professional human service/social work organizations.	3.2 Provide leadership to the department, university and community in area of expertise.	3.2 Obtain a sustained record of departmental, university, and community service.
3.3 Serve on departmental and university committees.	3.3 Participate in the development of innovative service activities and/or policies.	3.3 Participate in departmental, university, and community service strategic planning.
3.4 Conduct community service.		3.4 Serve as a mentor to colleagues.
3.5 Create service goals and objectives with departmental chair.		